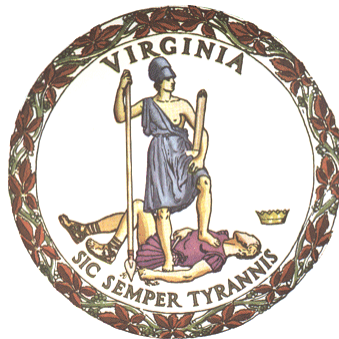


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# **6-8 Theatre Arts Sample Curriculum**

**for  
Virginia  
Public Schools**



**Virginia Department of  
Education  
Commonwealth of Virginia**

**March 2009**



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Post Office Box 2120  
Richmond, VA 23218-2120

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# ***Foreword***

This middle school theatre arts publication represents a sample curriculum developed for use in Virginia's public schools. Released in March 2009 by the Virginia Department of Education, the sample curriculum emphasizes the importance of instruction in the theatre arts. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

The 6-8 Theatre Arts Sample Curriculum was developed through the efforts of classroom teachers, curriculum specialists, and fine arts organization representatives. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for theatre arts educators to make comments with respect to the curriculum documents were provided through the dissemination, discussion, and collection of comments during the Virginia Theatre Association's annual conference in Reston, Virginia in November 2008.

The 6-8 Theatre Arts Sample Curriculum is available to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the Theatre Arts Standards of Learning. The Theatre Arts Standards of Learning are minimum requirements in the study of theatre arts that set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed Theatre Arts Standards of Learning to enrich the curriculum to meet the needs of middle school students.

A major objective of Virginia's educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. The 6-8 Theatre Arts Sample Curriculum continues the process for achieving that objective.



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# **6-8 Theatre Arts Sample Curriculum**

## **Introduction**

The 6-8 Theatre Arts Sample Curriculum identifies the essential content and skills required for theatre arts education at the middle school level in Virginia's public schools. The sample curriculum reflects the intent of the Theatre Arts Standards of Learning and is designed to be cumulative and progress in complexity by course from grade six through grade eight.

Throughout the document, course content is organized into four specific content strands or topics: Performance and Production, Cultural Context and Theatre History, Judgment and Criticism, and Aesthetics. The performance and production strand is subdivided into three additional areas of learning: Acting, Technical Theatre, and Rehearsal Process. It is through the acquisition of the concepts, content, and skills that the goals for theatre arts education can be realized. A comprehensive theatre arts program provides students with the ability to understand their own responses and the responses of others to the many forms of theatrical experience.

This sample curriculum may be used in whole or in part by educators in the design and delivery of theatre arts instruction for a grade level or course. This document does not prescribe how content should be taught. Teachers are encouraged to go beyond this curriculum and select instructional strategies and assessment methods appropriate for their students. Teachers will consistently model appropriate use of copyrighted and royalty-protected materials.

## **Goals**

The content of the Theatre Arts Standards of Learning is intended to support the following goals for students:

- Think and act creatively by solving problems individually or collaboratively and by employing originality, flexibility, and imagination.
- Develop the acting skills necessary for creative dramatic performance.
- Demonstrate knowledge of the elements of theatre production.
- Demonstrate understanding of theatre arts in relation to history and culture.
- Develop critical skills to evaluate their own work and the work of others.
- Demonstrate awareness of and responsibility for the safe and ethical use of materials, methods, and technologies.
- Make connections between theatre arts and other fields of knowledge.
- Demonstrate ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

## **Strands**

### **Performance and Production**

Students will apply concepts and skills that are inherent to theatrical performances. They will recognize problems related to all aspects of theatrical presentation. They will design and implement solutions that are consistent with form and expressive intent. Through study and practical experiences, students will develop the physical, conceptual, and intellectual skills associated with the crafts essential to theatre.

### **Cultural Context and Theatre History**

Students will demonstrate their knowledge of the ways in which cultures and theatre have related throughout history and are interacting today. They will demonstrate an understanding of the ways that other disciplines and their related technologies influence theatre and are correspondingly influenced by theatre. It is essential that students demonstrate the ability to approach the manifold creative tasks associated with theatre in order to attain group objectives.

### **Judgment and Criticism**

Criticism in the theatre arts is based upon a thorough understanding of the art and craft of theatre. Students are expected to thoughtfully examine, make judgments, and derive meaning from the theatre arts. Students will apply processes that involve observing, listening, reflecting, analyzing, interpreting, and making judgments. These skills are required for creating and producing as well as for judging and evaluating a finished product.

### **Aesthetics**

The ability to make qualitative judgments in theatre arts depends upon a student's ability to perceive, to experience an emotional response, and to relate that response to the actual qualities of the theatrical experience that generated it. Participation in a range of artistic experiences enables students to develop an understanding of different cultural philosophies and factors that may alter responses. Such understandings are critical to the development of a personal philosophy of theatre arts and aesthetic sensitivity that focuses on the nature, meaning, and value of the arts.

## **Safety**

In implementing the Theatre Arts Standards of Learning, students must know how to follow safety guidelines; practice theatre etiquette; demonstrate appropriate safety techniques; and use and care for equipment, stage properties, costumes, and facilities safely while working individually and in groups.

Safety must be given the highest priority in implementing the theatre arts instructional program. Correct and safe techniques, as well as wise selection of resources, materials, and theatre experiences appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe theatre facilities, both classroom-based and auditorium-based, require thorough

planning, careful management, and constant monitoring of student activities. Class enrollments and audience size should not exceed the designated capacity of the room.

The theatre arts embrace a wide range of activities that are necessary to mounting a performance, including

- rehearsal of cast;
- design and implementation of scenery, lighting, costumes, properties, and sound;
- performances with audiences; and
- strike and clean-up of production materials upon completion of performance run.

Each of these activities requires knowledgeable teachers who are prepared to teach the safe use of tools and facilities. The standards listed below are among those that should be followed to avoid potential safety problems:

1. Rehearsal

- Stage combat should be choreographed to eliminate unnecessary risk.
- Dance rehearsals should be conducted on a smooth and resilient but not slippery floor (e.g., sprung wood floors, marley floor).
- Platforms and stair units should be secured from accidental movement and have sufficient railings.
- Since rehearsals are often scheduled after regular school hours, a telephone with a direct outside line and emergency numbers posted nearby should be conveniently located in the theatre.

2. Design and implementation of technical elements

- The construction and finishing of theatre scenery, costumes, and properties should be conducted under the same conditions and practices used in career and technical education classrooms, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, dimmers, and fixtures should be properly maintained and regularly inspected, especially for ground continuity.
- There should be an accessible master switch for the electric supply for stage lighting equipment.
- Amplified sound volumes must not exceed safe levels so that hearing damage is avoided.
- All damaged and worn out equipment should be immediately removed from service.

3. Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- Exits must be clear and unobstructed at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

4. Strike and clean-up

- Scheduling strike and clean-up immediately after the final performance, when fatigue and carelessness can result in accidents and injuries, should be avoided.
- Strike and clean-up must be supervised by an adult (usually the technical director) with training in theatre safety.

## Academic Core Correlations

Each curriculum objective is correlated with the Fine Arts Standards of Learning and with the Standards of Learning for English (November 2002), History and Social Science (March 2001), Mathematics (October 2001), and Science (January 2003). These correlations are indicated by the following abbreviations:

<b>E</b>	<b>English</b>
<b>H</b>	<b>History and Social Science</b>
<b>M</b>	<b>Mathematics</b>
<b>S</b>	<b>Science</b>
<b>T</b>	<b>Theatre Arts</b>





# Grade Six: Exploratory Theatre Arts

The curriculum in this publication is based on the 2006 Theatre Arts Standards of Learning. The exploratory theatre arts curriculum for grade six is designed to provide students with an introduction to the study of acting, dramatic literature, and theatrical production. Through research, planning, scripting, and performance experiences, the student will acquire skills in communicating ideas, critical thinking, and collaborative problem solving. The exploratory curriculum is designed for a nine- to twelve-week class in theatre. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

## Performance and Production

### *Acting*

- 6.1 The student will demonstrate acting skills by presenting a short scene.  
(T: M.3) (E: 6.1)
- 6.2 The student will demonstrate acting skills by using movement and gestures.  
(T: M.3)
- 6.3 The student will demonstrate acting skills by using vocal projection, inflection, and articulation.  
(T: M.3)
- 6.4 The student will demonstrate acting skills by portraying a character other than themselves.  
(T: M.1, M.3) (E: 6.1)
- 6.5 The student will build trust, cooperation, confidence, and develop listening skills through participation in theatre games and team building activities.  
(T: M.1, M. 2, M. 3) (E: 6.1, 6.2) (H: CE.1)

### *Technical Theatre*

- 6.6 The student will select and use available technical elements in classroom presentations.  
(T: M.4)
- 6.7 The student will recognize different types of stages.  
(T: M.4) (E: 6.3, 6.5)
- 6.8 The student will use technology to research technical theatre vocabulary.  
(T: M.4) (E: 6.3, 6.5)

### *Rehearsal Process*

- 6.9 The student will work collaboratively to analyze a short scene and/or script.  
(T: M.12) (E: 6.1, 6.4)
- 6.10 The student will work in a small group to rehearse and present a short scene.  
(T: M.1, M.2, M.3) (E: 6.1)

- 6.11 The student will demonstrate basic stage positions, movement, and stage business in a presentation.  
(T: M.3)

### **Cultural Context and Theatre History**

- 6.12 The student will identify various theatrical occupations.  
(T: M.5) (H: CE.12)
- 6.13 The student will apply social, cultural, and/or historical information to theatre experiences.  
(T: M.7) (E: 6.5) (H: USI.1, USII.1)
- 6.14 The student will recognize theatrical resources in the community.  
(T: M.9)
- 6.15 The student will identify drama as a form of literature.  
(T: M.8) (E: 6.4)
- 6.16 The student will recognize various types of productions.  
(T: M.6, M.7, M.8) (E: 6.4)
- 6.17 The student will define comedy and tragedy.  
(T: M.6, M.7, M.8) (E: 6.3, 6.4)

### **Judgment and Criticism**

- 6.18 The student will give criticism of performances using appropriate theatre vocabulary.  
(T: M.10, M.13) (E: 6.2, 6.3)
- 6.19 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others in a theatre performance.
  2. Demonstrate appropriate audience behavior for the context and style of theatre performed.
- (T: M.14)

### **Aesthetics**

- 6.20 The student will recognize that theatre is a representation of life.  
(T: M.14)
- 6.21 The student will recognize how theatre incorporates other art forms.  
(T: M.14)
- 6.22 The student will express personal reactions to live theatre or media.  
(T: M.15) (E: 6.2, 6.6)

### **Expectations**

The student will

- recite in front of an audience;
- participate in theatre games;

## Expectations (continued)

- participate in improvisations;
- create a scene;
- present short scenes by reading;
- give an oral critique;
- use props and costumes in a presentation;
- participate in storytelling activities;
- create and perform pantomimes;
- draw a diagram of the parts of the stage;
- practice vocal skills;
- practice movement skills;
- practice appropriate audience manners;
- display respect and cooperation as a performer; and
- practice safe use of theatrical materials and spaces.

## Assessment

Teachers are encouraged to select assessment methods that reflect the curriculum objectives in order to measure student progress.

## Vocabulary

acting	costume	rehearsal
actor	dialogue	scene
arena stage	director	scenery
audience	improvisation	script
audience etiquette	lighting	set
backstage	makeup	sound
blackout	pantomime	stage crew
blocking	playwright	stage fright
cast	projection	thrust stage
character	props	
crew	proscenium stage	



# Grade Seven: Exploratory Theatre Arts

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The exploratory theatre arts curriculum for grade seven is designed to augment the theatre activities and concepts offered in grade six. The student will continue to develop beginning acting skills while increasing understanding of theatre performance. The grade seven class focuses on expanding experiences and knowledge in theatre history, styles, and types of productions. The student will continue to refine the collaborative theatrical process while developing more focused critical thinking and communication skills. This is designed as a one-semester class.

## Performance and Production

### *Acting*

- 7.1 The student will demonstrate acting skills by presenting a memorized monologue.  
(T: M.3) (E: 7.2)
- 7.2 The student will demonstrate acting skills through control of movement, gestures, and placement on the stage.  
(T: M.3) (E: 7.2)
- 7.3 The student will demonstrate knowledge of the areas of a stage.  
(T: M.3)
- 7.4 The student will demonstrate acting skills through appropriate use of vocal projection, inflection, and articulation during performance activities including monologues, scenes, and improvisations.  
(T: M.3) (E: 7.1, 7.2)
- 7.5 The student will demonstrate acting skills by performing an invented character.  
(T: M.2) (E: 7.2)
- 7.6 The student will communicate ideas through individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.  
(T: M.1) (E: 7.1)

### *Technical Theatre*

- 7.7 The student will work collaboratively to select, create, and use one technical element in a presentation to show environments and suggest characters.  
(T: M.4) (E: 7.6)
- 7.8 The student will work safely to select, create, and use technical elements.  
(T: M.4) (E: 7.6)
- 7.9 The students will identify and explain introductory technical theatre vocabulary.  
(T: M.4) (E: 7.4, 7.6, 7.7)
- 7.10 The student will identify the three major types of stages – proscenium, thrust, and arena.  
(T: M.4) (E: 7.6, 7.7)

- 7.11 The student will understand how the development of technology has a constant effect on theatrical productions.  
(T: M.4) (E: 7.6, 7.7)

### ***Rehearsal Process***

- 7.12 The student will work collaboratively to compare and contrast short scripts from a variety of styles, genres, or time periods.  
(T: M.1, M.12) (E: 7.1, 7.5, 7.6, 7.8, 7.9)
- 7.13 The student will understand how acting and technical artistic decisions are used to interpret a playwright's intent.  
(T: M.1, M.12) (E: 7.1, 7.5, 7.6, 7.8, 7.9)
- 7.14 The student will work collaboratively to select, cast, rehearse, and present a short scripted play.  
(T: M.1, M.3, M.4, M.12) (E: 7.1, 7.2, 7.5, 7.6, 7.8, 7.9)
- 7.15 The student will identify the duties and responsibilities of the production staff.  
(T: M.4) (E: 7.6)

### **Cultural Context and Theatre History**

- 7.16 The student will identify the careers available in theater.  
(T: M.5, M.9) (E: 7.7) (H: CE.12 )
- 7.17 The student will compare and contrast theatre to other literary genres and to performance media.  
(T: M.6) (E: 7.5, 7.6, 7.7)
- 7.18 The student will identify theatre styles from two different time periods.  
(T: M.7) (E: 7.5, 7.7)
- 7.19 The student will identify theatrical resources in the community including professional, community, and educational theatres.  
(T: M.9)
- 7.20 The student will identify the elements of plot, character, setting, mood, dialogue, conflict, and theme.  
(T: M.8) (E: 7.5)
- 7.21 The student will compare and contrast various types of productions.  
(T: M.6, M.7, M.9) (E: 7.5, 7.6, 7.7)

### **Judgment and Criticism**

- 7.22 The student will give oral criticism of classroom performances.  
(T: M.10) (E: 7.1)
- 7.23 The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.  
(T: M.11) (E: 7.1)

- 7.24 The student will write a critique of a live dramatic performance.  
(T: M.10, M.13) (E: 7.1, 7.8, 7.9)
- 7.25 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others in a theatre performance.
  2. Demonstrate appropriate audience behavior for the context and style of theatre performed.
- (T: M.14)

## Aesthetics

- 7.26 The student will identify how other arts are applied in theatre.  
(T: M.14) (E: 7.1, 7.3)
- 7.27 The student will understand that theatre is an immediate art form that affects each individual in a personal way.  
(T: M.14) (E: 7.1, 7.6)

## Expectations

The student will

- recite a monologue;
- participate in theatre games;
- participate in improvisations;
- perform short scenes;
- write a criticism of a TV show or film;
- list the technical needs of a script;
- use props and costumes in a presentation;
- participate in storytelling activities;
- create and perform pantomimes;
- identify styles and types of theaters;
- practice appropriate audience manners;
- display respect and cooperation as a performer;
- research a costume for a character; and
- practice safe use of theatrical materials and spaces.

## Assessment

Teachers are encouraged to select assessment methods that reflect the curriculum objectives in order to measure student progress.

## Vocabulary

antagonist  
breaking character  
center stage  
chorus  
comedy  
cross  
cue

curtain call  
designer  
downstage  
ensemble  
flat  
fourth wall  
fly gallery

house manager  
intermission  
matinee  
melodrama  
monologue  
places  
platforms

**Vocabulary** (continued)

protagonist  
principle role  
stage business  
stage left

stage manager  
stage right  
supporting role  
technical director

tragedy  
upstage  
wagons  
wings



# Grade Eight: Theatre Arts

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The grade eight theatre arts curriculum is designed to extend techniques and skills introduced in exploratory theatre arts in grades six and seven. The grade eight class encourages the student to focus on the art form that is theatre. Students will write critiques, perform in a play, and explore the design concepts found in technical theatre. The critical thinking skills, criticism skills, and collaborative skills necessary to make artistic decisions and complete a finished production will be refined. This curriculum is designed for a full year of study.

## Performance and Production

### *Acting*

- 8.1 The student will demonstrate acting skills while interacting with other actors in a scripted scene.  
(T: M.1, M.2, M.3) (E: 8.2)
- 8.2 The student will demonstrate acting skills through movement and gestures using motivation for a specific character in a scene or a play.  
(T: M.3) (E: 8.2)
- 8.3 The student will demonstrate acting skills by control of vocal projection, inflection, and articulation to define a character.  
(T: M.3) (E: 8.2)
- 8.4 The student will use character analysis to present a selected character in a performance.  
(T: M.1, M.3, M.5) (E: 8.5, 8.6)
- 8.5 The student will create and build trust on the stage by communicating the character's relationship to all other characters.  
(T: M.2) (E: 8.5, 8.6)
- 8.6 The student will demonstrate respect for others and will work collaboratively for a unified production.  
(T: M.2) (E: 8.2) (H: CE.1)

### *Technical Theatre*

- 8.7 The student will select, create, and use two of the following technical elements: lighting, scenery, costuming, properties, or sound to show environments and suggest characters.  
(T: M.4) (E: 8.5, 8.6)
- 8.8 The student will recognize that theatre may occur in unique environments and physical structures.  
(T: M.4)
- 8.9 The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology in theatre arts.  
(T: M.4, M.9) (E: 8.6)

### ***Rehearsal Process***

- 8.10 The student will write a script using dialogue between two or more characters.  
(T: M.8) (E: 8.7, 8.8) (H: WHI.1, WHI.4, WHI.5, WHI.6)
- 8.11 The student will read and analyze a script to demonstrate how a playwright uses character, setting, mood, and theme to create meaning within a performance.  
(T: M.12) (E: 8.5)
- 8.12 The student will make artistic choices to communicate ideas during the rehearsal process while serving in the role of a director.  
(T: M.1) (E: 8.2)
- 8.13 The student will assume the duties and responsibilities of a production staff member.  
(T: M.4) (E: 8.6)

### **Cultural Context and Theatre History**

- 8.14 The student will use technology resources to investigate a career in theatre.  
(T: M.5, M.9) (H: CE.12)
- 8.15 The student will use dramatic activities to demonstrate a variety of historical and cultural concepts.  
(T: M.7) (E: 8.6) (H: WHI.1)
- 8.16 The student will use dramatic activities to investigate character relationships.  
(T: M.5) (E: 8.5)
- 8.17 The student will identify resources for scripts and materials.  
(T: M.9)
- 8.18 The student will demonstrate an understanding of the elements of plot, character, setting, mood, dialogue, conflict, and theme through theatrical performances.  
(T: M.8) (E: 8.5)

### **Judgment and Criticism**

- 8.19 The student will give oral and written criticism of any type of performance using appropriate theatre vocabulary.  
(T: M.10, M.11) (E: 8.2, 8.7)
- 8.20 The student will observe a class performance to give an informed peer criticism.  
(T: M.11, M.13, M.14) (E: 8.2, 8.5)
- 8.21 The student will read scripts and respond in oral, written, or visual form.  
(T: M.12) (E: 8.2, 8.5, 8.7, 8.8)
- 8.22 The student will demonstrate appropriate performance behavior as a participant and/or listener.
  - 1. Exhibit respect for the contributions of self and others in a theatre performance.
  - 2. Demonstrate appropriate audience behavior for the context and style of theatre performed.  
(T: M.14)

## Aesthetics

- 8.23 The student will incorporate other art forms into a theatrical performance.  
(T: M.14) (E: 8.2)
- 8.24 The student will define *aesthetics* and discuss how it is reflected in theatre arts and everyday life.  
(T: M.15) (E: 8.4)
- 8.25 The student will use personal experience to respond to a character.  
(T: M.14) (E: 8.5)

## Expectations

The student will

- write and perform a monologue;
- participate in theatre games;
- participate in improvisations;
- perform in a play production;
- write a critique of a theatre performance;
- design and illustrate costumes, scenery, or other technical elements;
- use props and costumes effectively in a presentation;
- participate in storytelling activities;
- create and perform pantomimes;
- write and perform a scene with two or more characters;
- read a play;
- participate in the role of director;
- participate in the audition process;
- practice appropriate audience manners;
- display respect and cooperation as a performer;
- collaboratively use technology to research a facet of theatre; and
- practice safe use of theatrical materials and spaces.

## Assessment

Teachers are encouraged to select assessment methods that reflect the curriculum objectives in order to measure student progress.

## Vocabulary

aesthetics	dialect	lighting designer
apron	diaphragmatic breathing	motivation
articulation	diction	pit
audition	double casting	pitch
blackout	drama	plot
callback	dress rehearsal	producer
choreographer	entrance	production crew
climax	exit	rate
conflict	focus	royalty
copyright	house	set designer
costume designer	inflection	sound designer
critique	levels	stage picture

**Vocabulary** (continued)

strike  
theatre

understudy  
volume

## SCOPE AND SEQUENCE CHART

### PERFORMANCE AND PRODUCTION

<i><b>ACTING</b></i>	Grade Six	Grade Seven	Grade Eight
Skills	The student will demonstrate acting skills by presenting a short scene.	The student will demonstrate acting skills by presenting a memorized monologue.	The student will demonstrate acting skills while interacting with other actors in a scripted scene.
Movement	The student will demonstrate acting skills by using movement and gestures.	The student will demonstrate acting skills through control of movement, gestures, and placement on the stage.  The student will demonstrate knowledge of the areas of a stage.	The student will demonstrate acting skills by movement and gestures using motivation for a specific character in a scene or a play.
Vocal	The student will demonstrate acting skills by using vocal projection, inflection, and articulation.	The student will demonstrate acting skills through appropriate use of vocal projection, inflection, and articulation during performance activities including monologues, scenes, and improvisations.	The student will demonstrate acting skills by control of vocal projection, inflection, and articulation to define a character.
Characterization	The student will demonstrate acting skills by portraying a character other than themselves.	The student will demonstrate acting skills by performing an invented character.	The student will use character analysis to present a selected character in a performance.
Collaboration	The student will build trust, cooperation, confidence, and develop listening skills through participation in theatre games and team building activities.	The student will communicate ideas through individual performances, group productions, or group projects to demonstrate teamwork, cooperation, and dependability.	The student will create and build trust on the stage by communicating the character's relationship to all other characters.  The student will demonstrate respect for others and will work collaboratively for a unified production.
<i><b>TECHNICAL THEATRE</b></i>			
Technical Elements: Costumes, Lighting, Makeup, Properties, and Sound	The student will select and use available technical elements in classroom presentations.	The student will work collaboratively to select, create, and use one technical element in a presentation to show environments and suggest characters.  The student will work safely to select, create, and use technical elements.  The students will identify and explain introductory technical theatre vocabulary.	The student will select, create, and use two of the following technical elements: lighting, scenery, costuming, properties, or sound to show environments and suggest characters.

## PERFORMANCE AND PRODUCTION (continued)

<b>TECHNICAL THEATRE</b>		Grade Six	Grade Seven	Grade Eight
Types of Stages		The student will recognize different types of stages.	The student will identify the three major types of stages – proscenium, thrust, and arena.	The student will recognize that theatre may occur in unique environments and physical structures.
Technology		The student will use technology to research technical theatre vocabulary.	The student will understand how the development of technology has a constant effect on theatrical productions.	The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology in theatre arts.
<b>REHEARSAL PROCESS</b>				
Script Selection and Analysis		The student will work collaboratively to analyze a short scene and/or script.	The student will work collaboratively to compare and contrast short scripts from a variety of styles, genres, or time periods.  The student will understand how acting and technical artistic decisions are used to interpret a playwright's intent.	The student will write a script using dialogue between two or more characters.  The student will read and analyze a script to demonstrate how a playwright uses character, setting, mood, and theme to create meaning within a performance.
Artistic Choices		The student will work in a small group to rehearse and present a short scene.  The student will demonstrate basic stage positions, movement, and stage business in a presentation.	The student will work collaboratively to select, cast, rehearse, and present a short scripted play.	The student will make artistic choices to communicate ideas during the rehearsal process while serving in the role of a director.
Production			The student will identify the duties and responsibilities of the production staff.	The student will assume the duties and responsibilities of a production staff member.

## CULTURAL CONTEXT AND THEATRE HISTORY

Careers	The student will identify various theatrical occupations.	The student will identify the careers available in theater.	The student will use technology resources to investigate a career in theatre.
Theatre History	The student will apply social, cultural, and/or historical information to theatre experiences.	The student will compare and contrast theatre to other literary genres and to performance media.  The student will identify theatre styles from two different time periods.	The student will use dramatic activities to demonstrate a variety of historical and cultural concepts.  The student will use dramatic activities to investigate character relationships.
Resources	The student will recognize theatrical resources in the community.	The student will identify theatrical resources in the community including professional, community, and educational theatres.	The student will identify resources for scripts and materials.

### CULTURAL CONTEXT AND THEATRE HISTORY (continued)

	Grade Six	Grade Seven	Grade Eight
Dramatic Structure	The student will identify drama as a form of literature.	The student will identify the elements of plot, character, setting, mood, dialogue, conflict, and theme.	The student will demonstrate an understanding of the elements of plot, character, setting, mood, dialogue, conflict, and theme through theatrical performances.
Varieties of Drama	The student will recognize various types of productions  The student will define comedy and tragedy.	Students will compare and contrast various types of productions.	

### JUDGMENT AND CRITICISM

Giving and Receiving Criticism	The student will give criticism of performances using appropriate theatre vocabulary.	<p>The student will give oral criticism of classroom performances.</p> <p>The student will demonstrate the ability to accept and incorporate constructive criticism in subsequent work.</p> <p>The student will write a critique of a live dramatic performance.</p>	<p>The student will give oral and written criticism of any type of performance using appropriate theatre vocabulary.</p> <p>The student will observe a class performance to give an informed peer criticism.</p> <p>The student will read scripts and respond in oral, written, or visual form.</p> <p>The student will demonstrate appropriate performance behavior as a participant and/or listener.</p>
Audience Etiquette	<p>The student will demonstrate appropriate performance behavior as a participant and/or listener.</p> <p>1. Exhibit respect for the contributions of self and others in a theatre performance.</p> <p>2. Demonstrate appropriate audience behavior for the context and style of theatre performed.</p>	<p>The student will demonstrate appropriate performance behavior as a participant and/or listener.</p> <p>1. Exhibit respect for the contributions of self and others in a theatre performance.</p> <p>2. Demonstrate appropriate audience behavior for the context and style of theatre performed.</p>	<p>1. Exhibit respect for the contributions of self and others in a theatre performance.</p> <p>2. Demonstrate appropriate audience behavior for the context and style of theatre performed.</p>

## AESTHETICS

	Grade Six	Grade Seven	Grade Eight
Theatre as Art	<p>The student will recognize that theatre is a representation of life.</p> <p>The student will recognize how theatre incorporates other art forms.</p>	<p>The student will identify how other arts are applied in theatre.</p>	<p>The student will incorporate other art forms into a theatrical performance.</p> <p>The student will define <i>aesthetics</i> and discuss how it is reflected in theatre arts and everyday life.</p>
Personal Response	The student will express personal reactions to live theatre or media.	The student will understand that theatre is an immediate art form that affects each individual in a personal way.	The student will use personal experience to respond to a character.







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